



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

700 W Orchid Ln, Chandler, AZ 85225

Chandler Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Laura L. Rook
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
Web Address : ww2.chandler.k12.az.us/knox-elementary/
Phone Number : (480) 812-6100
Fax Number : (480) 812-6120
E-mail : rook.laura@chandler.k12.az.us

Mission

Our mission at Knox Elementary is to foster an innovative, motivating and nurturing environment where a community of staff, students and parents work respectfully and collaboratively to support a strong educational foundation for all children. This foundation prepares students for a successful future where quality and excellence are pursued. We actively promote attitudes and behaviors that celebrate and honor cultural diversity and help each individual reach his or her greatest potential.

School / Academic Goals

- ü The Knox Elementary literacy goal is to increase the percent of students 'meeting' and/or 'exceeding' standards in reading and writing, and decrease the percentage of students 'falling far below' as measured by AIMS and district assessment tools.
- ü The Knox Elementary mathematics goal is to increase the percent of students 'meeting' and/or 'exceeding' standards in mathematics, and decrease the percentage of students 'falling far below' as measured by AIMS and district assessment tools.
- ü Knox will identify, provide intervention and monitor the progress of underachieving subgroups as defined by AIMS and curriculum-based district assessment tools.
- ü Knox will enhance and expand the Elementary Art Masterpiece program by increasing the number of grade levels currently participating.

Enrollment

October 1, 2005 School Year Student Enrollment : 554
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 85

Instructional Programs

- Ü On-Site Special Education
- Ü Title One
- Ü All-Day Kindergarten
- Ü Before and After School Tutoring
- Ü Comprehensive Literacy Program
- Ü Comprehensive Mathematics Program
- Ü Art Masterpiece

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

The Knox staff is committed to promoting an environment where all parents are encouraged to be actively involved in their child's education. Staff will communicate with parents through progress reports, report cards, newsletters, notes, phone calls, parent workshops and the web site. To accomodate our school community, we will provide communiques in English and Spanish.

Parents

Knox parents will make sure their child arrives on time and attends school daily. They will ensure their child follows the school dress code. Parents will support their child with assigned homework. Parents will support their school in maintaining high academic standards and a safe environment for teaching and learning. Parents will support behavior plans if needed. Parents will communicate with their child's teacher, administrator, counselor, psychologist or intervention specialists as needed.

Transportation Policy

Knox students reside within the school boundary of one square mile and thus walk to school. If riding a bicycle to school, students are expected to wear bike helmets. Students with boundary exceptions are transported by parents. Special education students are bused by the district.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rotary Club Teacher of the Year Award	2006
Ü Rotary Club Teacher of the Month Award	2006
Ü Student Council Convention Award	2006
Ü Sam's Club Teacher of the Year Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2484	80010	99	97	99	455	465	447	2	5	10	18	11	18	57	53	53	22	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1199	38935	100	97	99	455	466	447	2	4	9	17	12	19	58	54	55	23	30	17
Male	34	1281	40974	97	96	98	455	465	448	3	6	11	21	11	18	56	52	52	21	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	49	767	34545	98	96	99	447	441	432	4	12	14	22	20	24	59	54	53	14	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	24	1395	35142	100	97	99	472	479	465	NA	2	5	4	6	11	63	52	56	33	40	28
Students with Disabilities	20	312	10161	95	89	93	438	436	419	5	15	28	30	24	28	55	47	36	10	14	8
Students without Disabilities	62	2172	69849	100	98	100	459	469	451	2	4	7	15	10	17	58	54	56	26	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	NC	10	603	NC	83	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	52	727	39029	98	94	98	444	439	432	4	12	14	25	23	25	58	52	52	13	14	9
Non-Economically Disadvantaged	30	1757	40981	100	98	100	474	476	462	NA	2	6	7	7	13	57	53	54	37	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2477	79438	99	97	98	451	467	451	7	5	9	23	17	24	61	61	56	9	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1201	38775	100	97	99	453	475	457	8	3	7	19	14	22	69	61	58	4	21	13
Male	34	1272	40560	97	96	97	449	460	446	6	7	12	29	19	25	50	60	54	15	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	49	763	34297	98	95	98	446	440	434	10	12	14	24	30	31	57	51	50	8	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	24	1391	34887	100	97	98	462	482	471	NA	2	4	17	9	15	75	66	63	8	23	18
Students with Disabilities	20	303	9588	95	86	88	419	431	416	15	18	30	35	32	32	50	45	34	NA	5	5
Students without Disabilities	62	2174	69850	100	98	100	460	472	456	5	3	7	19	15	23	65	63	59	11	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	52	727	38685	98	94	97	442	437	435	12	12	14	27	32	32	56	50	50	6	5	5
Non-Economically Disadvantaged	30	1750	40753	100	98	99	466	480	467	NA	2	5	17	11	16	70	65	62	13	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2518	79971	98	98	99	417	444	423	11	4	8	27	27	41	62	65	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1214	38974	98	98	99	421	457	437	11	3	5	21	20	33	68	72	57	NA	6	4
Male	34	1300	40895	97	98	98	411	432	410	12	5	10	35	34	47	53	58	41	NA	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	49	776	34481	98	97	99	413	424	410	14	7	10	20	36	46	65	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	23	1415	35150	96	99	99	414	453	437	9	2	5	43	22	35	48	70	56	NA	5	5
Students with Disabilities	20	339	10258	95	96	94	384	406	377	25	12	23	25	47	51	50	40	25	NA	1	1
Students without Disabilities	61	2179	69713	98	98	100	426	450	429	7	3	5	28	24	39	66	69	52	NA	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	NC	10	608	NC	83	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	52	738	38994	98	95	98	413	420	409	13	8	10	23	39	47	63	51	41	NA	2	1
Non-Economically Disadvantaged	29	1780	40977	97	100	100	424	454	437	7	3	5	34	22	34	59	71	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2509	80147	100	98	99	492	508	482	6	5	11	14	10	17	53	45	49	28	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1186	39281	100	98	99	497	509	483	3	4	9	15	9	17	50	44	50	33	43	24
Male	32	1320	40780	97	97	98	485	506	482	9	6	12	13	10	17	56	46	48	22	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	43	756	33494	100	98	99	489	482	466	7	10	15	16	19	23	47	48	49	30	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	21	1453	36122	100	97	99	494	521	501	NA	2	5	10	5	10	76	44	50	14	50	35
Students with Disabilities	15	335	10295	100	89	92	471	469	443	7	17	33	40	22	26	33	45	33	20	16	8
Students without Disabilities	57	2174	69852	100	99	100	497	513	488	5	3	7	7	8	16	58	45	51	30	45	26
Limited English Proficient Students	10	201	12722	100	98	97	NA	442	441	NA	26	27	NA	32	33	NA	38	37	NA	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	45	689	38371	98	96	97	483	475	465	7	11	15	18	20	23	53	52	49	22	17	13
Non-Economically Disadvantaged	27	1820	41776	100	98	100	507	520	498	4	2	6	7	5	11	52	42	49	37	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2503	79686	100	97	98	475	486	470	11	7	11	14	16	24	69	64	57	6	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1183	39163	100	98	99	481	492	475	8	5	9	13	14	22	73	66	60	8	15	10
Male	32	1317	40438	97	97	97	466	480	465	16	8	13	16	18	25	66	62	54	3	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	43	752	33299	100	98	98	468	459	452	14	16	17	16	27	32	67	52	47	2	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	21	1452	35914	100	97	98	489	500	489	NA	2	5	14	10	15	76	70	67	10	18	14
Students with Disabilities	15	330	9808	100	88	87	428	447	432	27	22	35	33	30	32	40	41	30	NA	6	3
Students without Disabilities	57	2173	69878	100	99	100	485	491	475	7	4	8	9	14	23	77	68	61	7	14	9
Limited English Proficient Students	10	197	12594	100	96	96	NA	415	422	NA	45	34	NA	38	45	NA	17	21	NA	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	45	685	38095	98	96	97	466	452	452	16	17	17	16	31	32	67	50	48	2	2	3
Non-Economically Disadvantaged	27	1818	41591	100	98	99	489	498	486	4	3	6	11	10	16	74	70	65	11	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2539	80372	100	99	99	474	492	475	6	2	4	21	20	30	74	74	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1200	39452	100	99	99	487	503	488	3	2	3	15	13	22	83	80	72	NA	5	3
Male	32	1336	40836	97	98	98	458	482	464	9	3	6	28	27	37	63	68	56	NA	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	43	763	33608	100	99	99	467	471	462	7	4	6	21	31	36	72	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	21	1474	36213	100	99	99	485	502	489	5	1	2	19	14	22	76	80	72	NA	5	3
Students with Disabilities	15	357	10526	100	95	94	448	455	427	7	5	15	47	50	53	47	45	31	NA	1	1
Students without Disabilities	57	2182	69846	100	99	100	480	497	482	5	2	3	14	15	26	81	79	69	NA	4	2
Limited English Proficient Students	10	203	12747	100	99	97	NA	430	432	NA	12	12	NA	54	52	NA	34	36	NA	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	45	696	38521	98	97	98	471	465	461	4	4	6	24	38	38	71	57	55	NA	1	1
Non-Economically Disadvantaged	27	1843	41851	100	100	100	479	502	489	7	1	3	15	14	22	78	80	72	NA	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2492	79306	100	98	99	514	526	504	3	6	13	11	11	20	68	52	49	18	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1246	38845	100	97	99	515	527	505	3	6	11	12	10	20	68	53	50	18	31	18
Male	31	1243	40383	100	98	98	513	525	504	3	7	14	10	12	19	68	51	47	19	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	36	722	32673	100	98	99	499	502	487	6	11	18	14	20	25	72	53	46	8	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	22	1400	36234	100	97	99	539	537	523	NA	3	6	5	6	13	59	53	52	36	38	28
Students with Disabilities	17	352	10286	100	88	91	496	476	462	NA	27	41	12	28	27	71	38	27	18	8	5
Students without Disabilities	48	2140	69020	100	99	100	519	533	510	4	3	9	10	8	18	67	54	52	19	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	34	673	37437	100	97	97	498	499	486	3	12	19	18	22	26	71	53	46	9	13	9
Non-Economically Disadvantaged	31	1819	41869	100	98	100	530	536	521	3	4	7	3	7	14	65	52	51	29	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2499	79000	100	98	98	484	504	489	8	6	10	17	16	24	68	65	58	8	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1252	38774	100	98	99	493	510	494	6	4	7	12	13	22	71	68	61	12	15	10
Male	31	1244	40150	100	98	98	474	498	485	10	7	12	23	19	25	65	62	55	3	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	36	719	32508	100	98	98	474	481	472	8	10	15	28	29	33	58	55	49	6	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	22	1407	36135	100	98	98	500	516	508	9	3	4	NA	10	14	77	69	67	14	17	15
Students with Disabilities	17	358	9991	100	90	88	461	458	449	18	23	33	18	40	36	53	34	29	12	3	2
Students without Disabilities	48	2141	69009	100	99	100	490	511	495	4	3	6	17	13	22	73	70	62	6	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	34	672	37234	100	97	97	480	479	472	9	11	15	24	30	33	56	53	50	12	6	3
Non-Economically Disadvantaged	31	1827	41766	100	98	99	488	513	505	6	3	5	10	11	16	81	69	65	3	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2528	79611	100	99	99	486	514	496	2	4	7	54	24	37	40	71	56	5	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1263	39016	100	99	99	498	526	511	NA	3	4	50	17	29	47	79	66	3	1	1
Male	31	1262	40519	100	99	98	472	503	482	3	5	10	58	31	44	32	63	46	6	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	36	726	32855	100	99	99	470	491	481	3	7	10	69	37	43	22	55	47	6	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	22	1426	36380	100	99	99	507	525	511	NA	2	4	32	19	30	64	78	65	5	1	1
Students with Disabilities	17	387	10664	100	97	94	468	461	440	NA	14	23	53	53	54	29	32	22	18	1	1
Students without Disabilities	48	2141	68947	100	99	100	491	523	504	2	2	4	54	19	34	44	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	34	679	37626	100	98	98	477	489	479	3	8	10	65	39	45	24	53	45	9	1	0
Non-Economically Disadvantaged	31	1849	41985	100	100	100	495	523	511	NA	3	4	42	19	30	58	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2387	79327	99	98	98	519	543	518	14	11	19	17	12	20	56	49	46	13	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1181	38961	97	98	98	519	545	520	14	9	16	14	12	20	63	50	48	9	29	16
Male	42	1202	40295	100	97	97	518	541	516	14	12	21	19	12	19	50	49	44	17	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	43	687	32327	98	98	98	509	510	499	21	22	27	16	21	25	51	45	41	12	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	26	1351	36373	100	97	98	536	558	538	8	5	10	15	7	14	58	52	52	19	36	25
Students with Disabilities	14	316	9321	100	88	87	479	490	467	29	35	54	29	23	22	36	35	21	7	7	3
Students without Disabilities	63	2071	70006	98	99	100	526	550	524	11	7	14	14	11	19	60	51	49	14	31	18
Limited English Proficient Students	10	185	9431	91	97	95	NA	471	466	NA	52	53	NA	25	27	NA	19	18	NA	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	45	637	37097	94	97	97	510	504	498	16	26	27	22	22	25	51	43	41	11	10	7
Non-Economically Disadvantaged	32	1750	42230	100	98	99	531	556	535	13	5	11	9	9	15	63	52	50	16	35	24

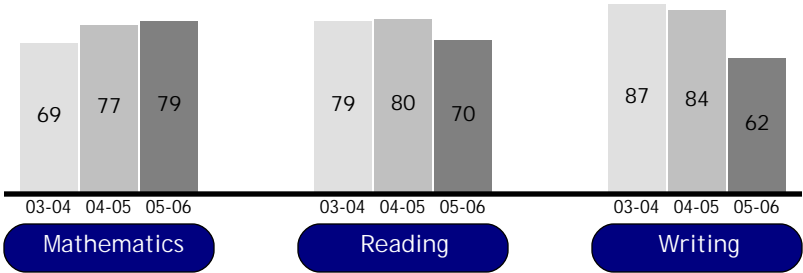
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2389	79501	97	98	98	494	513	497	12	6	10	14	17	25	71	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1180	39062	97	98	99	492	518	502	17	5	8	9	14	23	71	74	64	3	8	5
Male	41	1205	40368	98	97	98	497	508	491	7	7	13	20	21	27	71	65	57	2	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	43	684	32389	98	98	98	484	487	478	21	14	16	14	30	34	63	53	48	2	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	25	1356	36446	96	98	99	515	526	516	NA	2	4	12	10	15	84	78	73	4	9	7
Students with Disabilities	13	318	9411	93	88	88	458	469	453	31	24	36	23	38	36	38	35	26	8	3	1
Students without Disabilities	63	2071	70090	98	99	100	501	519	502	8	3	7	13	14	24	78	75	65	2	8	5
Limited English Proficient Students	10	182	9401	91	95	94	NA	443	443	NA	43	40	NA	43	46	NA	14	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	45	634	37183	94	96	97	482	481	479	20	17	16	13	32	34	64	49	49	2	2	1
Non-Economically Disadvantaged	31	1755	42318	100	98	99	513	524	513	NA	2	5	16	12	17	81	77	70	3	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2426	80000	100	99	99	559	582	564	NA	2	3	15	5	11	74	75	75	10	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1192	39288	97	99	99	558	595	579	NA	1	2	20	3	6	63	70	77	17	26	16
Male	43	1230	40644	100	99	98	559	569	549	NA	3	4	12	7	15	84	80	74	5	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	44	694	32672	100	99	99	551	557	548	NA	4	4	23	11	14	66	76	76	11	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	26	1381	36602	100	100	99	576	593	579	NA	1	2	NA	2	7	88	75	75	12	21	16
Students with Disabilities	14	346	9919	100	96	93	509	533	505	NA	5	9	43	20	35	50	71	54	7	4	2
Students without Disabilities	64	2080	70081	100	100	100	568	590	571	NA	1	2	9	3	7	80	76	79	11	20	12
Limited English Proficient Students	11	189	9571	100	99	96	462	501	502	NA	10	10	73	30	29	27	60	60	NA	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	46	644	37534	96	98	98	549	552	547	NA	4	4	22	13	15	67	77	76	11	7	5
Non-Economically Disadvantaged	32	1782	42466	100	100	100	573	593	578	NA	1	2	6	3	7	84	74	75	9	22	16

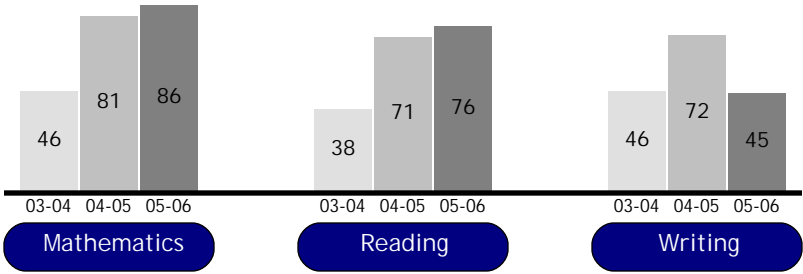
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	63	NA	58	96	44	53	47	99	37	56	46
	Language	91	48	58	50	96	45	52	47	99	39	59	48
	Mathematics	91	62	71	64	98	45	58	50	99	35	65	52
3	Reading	94	53	NA	55	97	44	54	44	95	46	58	46
	Language	94	67	66	61	97	44	52	44	95	41	56	46
	Mathematics	93	65	66	61	97	54	61	51	95	52	63	52
4	Reading	96	54	NA	56	94	48	56	48	97	52	61	52
	Language	96	55	59	52	94	50	56	49	97	58	63	52
	Mathematics	96	62	68	61	94	58	62	53	97	68	72	58
5	Reading	92	45	NA	55	97	50	57	50	92	52	65	56
	Language	93	43	56	49	97	50	58	50	92	48	63	54
	Mathematics	93	66	69	63	97	51	58	49	92	56	65	52
6	Reading	92	50	NA	56	95	52	60	51	96	56	67	56
	Language	93	46	57	48	95	45	55	47	97	46	59	50
	Mathematics	93	62	74	66	95	52	63	52	97	58	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Instructional Programs
- Ü School Safety/School Policies
- Ü School Improvement
- Ü Business/Parent/Community Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	1.50	Teacher Aide	10.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	0	4	0	0
7 to 9 years	4	3	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	86
Teachers with Emergency Certification.	2.5
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Running Club
- Ü Learning Clubs
- Ü Chorus
- Ü Boy's Basketball
- Ü Girl's Basketball

Social Services

- Ü Chandler Fire/Urban Awareness Program
- Ü Desert Sammy Safety Program
- Ü Clothing/Food Banks
- Ü Adopt - Family - Holiday Drive
- Ü San Marcos Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Expanded parent involvement through parenting workshops and classes; school/family educational activities and community-based family education.
- ü Expanded and upgraded technology for students and staff to increase student academic achievement and increase student skills for lifelong learning through the use of technology applications.
- ü Provided professional development opportunities that focused on strategies to increase student engagement in all subject areas. Lesson designs included elements of active participation.
- ü Provided job-embedded staff development, for K-6 teachers, focused on scientifically-based reading instruction. In addition, progress monitored and provided intense instruction for primary students who were at-risk in learning to read.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Knox has implemented the Second Step Program to teach age-appropriate skills in empathy, impulse control, anger management and pro-social behaviors. Susan Kovalik's lifelong guidelines and lifeskills are communicated and practiced daily. All staff has received comprehensive training in Olweus Bullying Prevention techniques and strategies.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Laura Rook	(480) 812-6100
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Cheryl Yoshioka	(480) 812-6100
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Monica Garcia	(480) 812-6100
Student Health/Nurse	Danielle McGrath	(480) 812-6102

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.